

# Human Nature

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## Environmental Education and Basic Education

Brian A. Day

Nations the world over are re-examining their educational systems for the third millennium. Many are in the midst of major reform. This period of rethinking education provides a wonderful opportunity for environmental educators to infuse curricula with the knowledge and skills needed to keep our planet alive.

This issue chronicles a few of the exciting efforts to harness this energy for a lasting impact on formal education. I hope it inspires many more.

In Namibia, the Desert Research Foundation (DRFN) has introduced Enviroteach--an activities-based environmental education program--into the school system. Ten resource books now span the curriculum. The DRFN is working with Namibia's four teaching colleges to support education reform and integrate EE into teacher training. Thanks to the program's success, a new Enviroteach program is starting up in Botswana, and there is interest in Zimbabwe. (See "Resources.")

In Pakistan, IUCN collaborated with the literacy NGO Adult Basic Education Services to develop a new reading primer for women learners. The primer explores issues in environment, agriculture, and health. Launched in



Women in a Pakistani literacy program learn to plant and care for trees.

Punjab, the project may be replicated in other provinces.

In Vladivostok, Russia, students and teachers monitor air quality with local science institutes and the weather station, raising public awareness of pollution. The air quality project

unleashed numerous creative school activities as teachers persuaded local administrators to loosen their rigid standards for school conduct. (See "Distant Shores.")

In El Salvador, USAID's GreenCOM project has funded a national effort to make environmental education a major theme throughout the formal curriculum. Both the Ministry of Environment and Ministry of Education are partners of this movement. (See "El Salvador: From the Ground Up.")

In the Peruvian Amazon, a new program for the first time introduces the ecology of the rainforest and the concepts of sustainability into primary school curricula in the region's four major cities. Approved by the Ministry of Education, the program includes locale-specific teacher guides and teacher training. The concepts of sustainable development are now being discussed in the project area, and many local institutions have signed on as partners. School projects have improved local spaces, and parents speak of their children's enthusiasm.

In the U.S., new studies underline the need and desire for environmental education--as well as the tremendous effect EE can have on students and schools. Ninety-five percent of adults say that environmental education should be taught in schools, according to the sixth annual National Report Card on Environmental Attitudes, Knowledge and Behaviors, sponsored by the National Environmental Education and Training Foundation (NEETF) and Roper Starch Worldwide.

The same study found that two-thirds of American adults fail a simple quiz on environmental knowledge. The quiz covers topics such as the major causes of pollution and sources of electricity. The NEETF/Roper Report Card surveyed more than 1,500 Americans.



MIRANDA LUYENS

Students in Russia create paper mâché tiger for Earth Day, using old water bottles.

As many of our readers know, the positive effects of environmental education extend beyond textbook learning. A new study by the State Education and Environment Roundtable (SEER) shows that using environment as a curriculum-wide theme improves students' performance in all academic subjects and even reduces discipline problems. (See "Closing the Achievement Gap.")

To showcase and encourage environmental education around the world, GreenCOM will host a two-day workshop at the August 1999 conference of the North American Association for Environmental Education (NAAEE) in Cincinnati, Ohio. The workshop will focus on developing-country efforts.

The initial call for papers is enclosed with this newsletter. Contributions from many organizations and individuals will make this pre-conference session dynamic and useful. I hope you will attend.

Brian A. Day is director of GreenCOM, the Environmental Education and Communication Project of the U.S. Agency for International Development. For further information, please contact us at [greencom@aed.org](mailto:greencom@aed.org); visit us at: [www.info.usaid.gov/environment/greencom](http://www.info.usaid.gov/environment/greencom); or fax us at 202/884-8997.

## Closing the Achievement Gap

The State Education and Environment Roundtable (SEER), a cooperative endeavor of education agencies from 12 U.S. states, compared 40 schools that use the environment as an integrating context for learning (EIC) with traditional schools. EIC programs use the environment as a focus and framework for learning in

all areas: subject knowledge; thinking skills; and basic life skills.

SEER found that in 36 of the 40 schools (90 percent), students in EIC programs earn higher grades and score better on standardized tests in reading, writing, math, science, and social studies than students in conventional programs. All the EIC schools reported improved discipline and attendance,

higher enthusiasm for learning, and greater pride and ownership in accomplishment.

Representative of teacher comments is this remark of a math teacher in a middle school in Kentucky:

"When I taught the kids skills like measuring in the classroom, they forgot them. When the students had a chance to use these skills on our nature trail,

they not only learned better but could apply and remember their math skills longer."

Copies of the full report and videos are available for a nominal price from: State Education and Environment Roundtable 16486 Bernardo Center Drive, Suite 328 San Diego, CA 92128 Phone: 619/676-0272; Fax: 619/676-1088 Website: [www.seer.org](http://www.seer.org)

## Human Nature looks

at ways that environmental education and communication (EE&C) affect the people who affect the earth.

We hope to share innovative, practical ideas from around the world, link resources with those who can use them, and consider the education and communication implications of larger political, scientific, social, and cultural events.



## Developing a Close-Up National EE Strategy for Brazil: An Interview with Vera Rodrigues, Director, Environmental Institute of Brazil

**Q:** What's the context of EE in Brazil?

**A:** Our constitution made environmental education compulsory in 1988. But after ten years of democracy following 20 years of dictatorship, most of the schools are still very bad. You have to remember that although we are the 9th largest economy, we have the world's worst distribution of wealth. In the poorest areas, 17 percent of the teachers didn't even finish junior high school. Teachers are paid very poorly.

Almost all states and municipalities have EE sectors, but the initiatives had been isolated, without a national policy. In 1995, WWF-Brazil decided to work within formal education. I started to coordinate a project to contribute to a national EE policy and curriculum, and partnerships that could sustain them.

**Q:** Where did you begin?

**A:** First I reread 36 foreign environmental books to prove that it's impossible to translate environmental information straight to the Brazilian context. We decided to write a book, but the objective of this project was really building the capacity of the teachers. The book ended up taking two years and involving 280 people!

We developed the first draft with a team of 16 environmental educators from all Brazilian regions and representatives of the Ministries, WWF, and UNESCO. Then we tested it with 200 primary school teachers and 56 environmental education specialists. We held three national workshops and

maybe 10 regional meetings. We took lots of suggestions, then launched the book in July 1997. Because all the institutions participated, they feel ownership.

**Q:** Tell me about the book.

**A:** It's called *Muda o Mundo Raimundo! (Change the World, Raymond!)* and it's for teachers of the first eight grades. Really, it's a first step, to stimulate teachers to go deeper and develop projects according to their own context. The first chapter retells world and Brazilian history with an economic and environmental emphasis. Then we use the metaphor of a trip as a structure: chapters take you to Russia, to Europe, to Africa. It includes nine case studies--eight in Brazil, one in Tanzania--of projects that teachers have run.

For instance, in the *favelas* of Rio, a whole school participated in a reforestation project as a way to stop erosion of the mountain. And in the northeast, in an area that's desertifying, one school based all its classes on sustainable agricultural practices. They involved the parents and community in this as well. Local NGOs helped out. These experiences are not for people to copy, but to inspire.

**Q:** What's happening now?

**A:** In 1997 and '98, we trained over 1,200 teachers. We have 57 regional partnerships with universities, NGOs, city councils, state and municipal secretariats of education and environment. We're working in 53

municipalities.

Since December 1997, the national environmental ed project has been run by the Brazil Environmental Institute--a new institution specifically created to continue this project. The Institute is supported by WWF, the Federal Ministry of Environment, and UNESCO.

**Q:** What reaction have you had?

**A:** It's been tremendous. This is from a letter from a teacher who took our training in Sao Paulo:

"Thank you for helping me learn that EE is not only about... fighting with people who cut trees, and environmentalists are not against everything, as most people think. You've showed me the richness, the beauty, and the attraction of EE."

WWF-UK chose the project as one of six projects from around the world that are outstanding examples of implementation of Agenda 21.

**Q:** How do you sustain the momentum and ensure quality control?

**A:** We work for two years with each professional involved. We plan to make the project sustainable through the partnership: institutions, such as the universities and city councils, are already beginning to incorporate it into their regular activities.

*You can reach the Environmental Institute of Brazil by email: instbrasil@openlink.com.br or phonelfax: 55-21/551-8790.*

## EE Among the Poor in India

With a population of 600,000, Pimpri-Chinchwad is home to more than 2,000 chemical, rubber, pharmaceutical and automobile factories. Over 100,000 people live in unregulated slums, without sewers or safe water, in this community 150 kilometers southeast of Bombay.

Pimpri-Chinchwad is also the site of an ambitious NGO-government collaboration to train teachers in EE, provide local-language materials on local issues, and work with a low-income population. Taking up the challenge are the local branches of India's Centre for Environment Education (CEE) and the World Wildlife Fund for Nature-India (WWF-I). Financing has been provided by the Pimpri-Chinchwad Municipal Corporation (PCMC).

In 1997 the project produced three teachers' activity handbooks and trained 275 teachers from 103 schools. Teacher workshops included field trips to explore nature trails and learn about traditional uses of plants and the problem of exotic species. CEE's publications, including the *Biodiversity Kit* and *Monitoring Biomass* helped teachers learn techniques like mapping biodiversity and making an herbarium.

Teachers seemed skeptical at the beginning of the project, say project organizers, but by the end they universally voiced a need for a massive teacher training effort. They also confirmed the need for locale-specific environmental education resources.

Eco-clubs in some 90 schools, a newsletter and a network of trained teachers help sustain the program.

*Contacts: Sanskriti Menon is with the Centre for Environment Education, Regional Cell for Central India, Pune. Phonelfax: 0212/385-875; email: cee@giaspn01.vsnl.net.in. Ajit Jagtap is with the Biodiversity Hotspot Conservation Project of the World Wildlife Fund for Nature-India, Pune, Fax: 0212/458-104.*

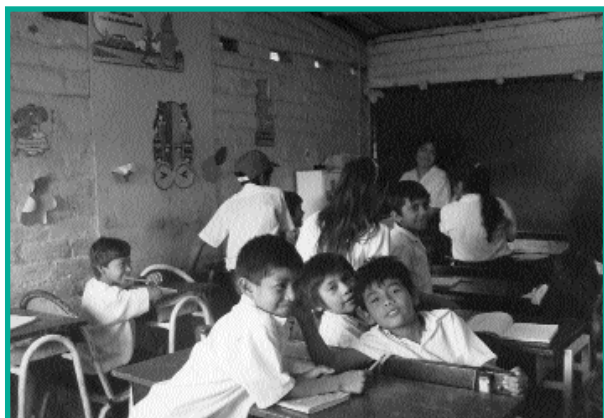
## El Salvador: From the Ground Up

José Ignacio Mata

Rarely does the opportunity arise to build a national environmental education system from the ground up. But because of our country's pressing needs, and the wisdom of both governmental leaders and USAID, El Salvador has been doing so over the last four years.

Since El Salvador is reforming its entire formal education system, USAID, through its GreenCOM program, has taken this opportunity to infuse environmental education throughout the curriculum. GreenCOM has used a three-pronged strategy:

- 1) Making the environment one of eight central themes for education
- 2) Preparing EE materials to be used to teach major environmental issues through standard subjects such as Spanish and math
- 3) Training teachers. Already the project has trained some 5,000



In an El Salvadoran classroom.

teachers, including a corps of Ministry of Education trainers, so the training will continue.

In cooperation with the Ministry of Education, GreenCOM developed three environmental education guides--one each for grades K-2, 3-5 and 6-8. They include dozens of lessons and explain how to incorporate them into the standard subjects.

Rather than being transposed from another setting, the guides are a completely new curriculum specific to El Salvador. An outside consultant assisted with the first two;

the third was developed with in-country expertise. The Ministry of Education paid for printing. The first printing of the guides numbered 83,000; the first two have been reprinted already. Nearly every teacher now has a copy.

Daisy de Campos, environmental education specialist for the Ministry of Education, says:

"In visits to schools throughout the country, we've observed that interest in environmental issues has increased. Parents and students are demanding more focus on that theme. The guides are the best materials teachers have to respond to this interest."

Interest and focus on environment in schools have helped generate major changes outside the formal education system as well. Over 1,000 people attended the "National Encounter" to design a national strategy for environmental education in schools and communities. Launched by the president of the country, the event even included the participation of the opposition party.

The media now cover at least one

environmental story a day. *El Diario de Hoy*, one of the nation's largest newspapers, also produces a full-color, multi-page supplement for children each month. The supplements, each focused on one environmental topic, are produced in partnership with GreenCOM. Surveys show that 80 percent of teachers in the service area of the newspaper use these inserts in the classroom.

In just a few years, environmental education has become a transformational force in the schools, politics, media and lives of El Salvador.

*José Ignacio Mata is resident advisor for GreenCOM/El Salvador. Phonelfax: 503/260-9348 and -9349 email: greencom@es.com.sv*



## Peace Corps EE in Paraguay

Five years ago, as part of wide-ranging educational reform, Paraguay's Ministry of Education and Culture declared environmental education a "fundamental area." The goal is to infuse EE throughout the curriculum--in all grades and subjects as well as community projects initiated by schools. In addition, the reform promotes more participatory and creative teaching. Since the prior system was centralized and based on rote memorization, many teachers are facing a baffling transition.

Peace Corps, in Paraguay for over 30 years, has adapted its Environmental Education Project to help in the reform. Peace Corps Volunteers now work in cooperation with the Ministry of Education and Culture to help train and accompany teachers until they feel confident, teaching them how to make and use classroom materials and present subjects in new ways. Eighteen Peace Corps Volunteers currently work in EE.

Says Melissa McDonald, Associate Peace Corps Director for the Environment Sector:

"We've only been working this way for about two years and already we've seen teachers blossom. Once they have ideas and self-confidence, and discover that teaching is more interesting and real for them as well as for their students, they're able to continue on their own. We're also discovering that a focus on that which is Paraguay's, be it folklore or birds, helps develop pride and build self-esteem, which is low in the rural, marginalized areas where most Volunteers work. This should contribute to a greater appreciation of their environment and the ability to make wise choices about its use."

In "Rodi Makes the Wind," Peace Corps Volunteer Karen Dickey recounts a small event--yet one that exemplifies the sea-change in creativity and teaching that EE can inspire. And she gives a sense of the range of activities that Volunteers animate.



Paraguayan students perform an environmental puppet show.

Palm tree seeds, five-fingered leaves, round green guava skin with the promise of sweet, pink, fleshy fruit inside, a bird's feather, a stick with lichen on it--I surveyed the items the fourth graders had collected. These were their "items from nature" that they had gone outside to find.

I listened to the snip of scissors, the ooze of school glue, the buzz and hum and rumble of the kids negotiating where to put these items on their nature collage. Their teacher, Sonia, and I wanted to develop a way for her class to display what they liked in nature. We planned to hang it on the wall to display the kids' work and decorate the otherwise bare classroom.

I glanced at Rodi's desk. Unlike the other students, he

### Rodi Makes the Wind Karen Dickey

had not found something from outside to glue to the collage, as instructed. He was winding a piece of string all around the other sticks, rocks, feathers and leaves, spiraling the string in, out, over, under, and around what the other children had glued to the collage.

"Rodi, what's your string for? What are you doing?" asked Sonia.

"It's the wind that's all around nature," he said, and continued gluing.

Sonia nervously glanced at me. The string was technically not an appropriate nature collage item in her eyes. Rodi had not followed instructions. I smiled at Sonia.

"That's great, Rodi," I said. "The wind is a very pretty and important part of nature."

Sonia's eyes followed his work for a moment, then she accepted his string wind and moved on to help another student. I smiled again, knowing I would report this day as "Team-taught an arts and crafts activity with an environmental focus," but in my mind it would stand out as the day Rodi made the wind.

Sonia is one of the 15 teachers I work with, and her fourth graders are 25 of the 530 school children I see each week as a Peace Corps Environmental Education volunteer.

In Paraguay, EE volunteers help establish school gardens, nurseries, flower gardens,

compost piles, trash management systems, tree-planting projects, and community clean-ups. Volunteers give teacher workshops on environmental education, the production and use of didactic materials, and how to create and use science corners.

Volunteers model, team-teach, and observe other teachers giving classes on environmental themes, using new, creative, active, and participatory methods.

Volunteers help celebrate World Environment Day, Earth Day, Arbor Day, and Animal Day, using theater, songs, games, dances, poetry, legends, and crafts. Volunteers help organize summer camps, ecology clubs, school field trips, and fund-raisers, working with youth groups, church groups, and women's groups.

Does it work? I see a difference in my community, in Rodi's creative wind and Sonia's reaction to it. I see Daniel carry his candy wrapper to his house instead of littering, Susana water the school garden, Guillermo fertilize our growing trees, Elida memorize her lines for the sixth grade World Environment Day play. They are a part of my work, and part of our striving for stewardship, so that the work continues long after the Volunteers are gone.

## Distant Shores Miranda Lutyens

In September, a group of environmental educators traveled from the Russian Far East to the heart of America's southeast, spending three weeks visiting outdoor education centers in Alabama, Georgia and North Carolina. Representing three EE organizations, the group wanted to learn how U.S. outdoor centers serve teachers, students, and the public, as well as how they are managed.

To share their U.S. findings with a wider audience, the visitors brought along a professional film maker, who will be creating five shows on the project for Russian television.

Later in the fall, representatives from the U.S. centers will visit their Russian counterparts to see what outdoor education means in the Russian Far East, a region filled with boreal forests, topped by tundra, and rimmed by a dramatic coastline stretching from the Sea of Japan to the Bering Strait.

This project's director, Lilia Kondrashova, is co-founder of the Resource Center for Environmental Education (RCEE) in Vladivostok. Kondrashova has worked to help EE flourish in a region plagued by wage arrears, a severe lack of new teaching resources, and limited opportunities for like-minded educators to share ideas across great geographical expanses. The

Center provides educators with a collection of EE literature, in both English and Russian, and offers teachers the chance to view and borrow nature films on video, many of them dubbed into Russian by young volunteers at the Center.

Kondrashova and her colleagues--who range from college students to retired teachers--also hold teacher trainings around the city and in remote villages. Whenever possible, they also provide a special service to teachers of EE--supplying them with letters of endorsement from supportive education officials, whose signatures symbolize legitimacy in the eyes of administrators.

In encouraging EE initiatives throughout the region, Kondrashova and others take advantage of qualities particular to environmental education in the Russian context. A relatively new concept to the field of education, EE in Russia serves as a well-suspended bridge between two shores. On one side lie two of the nation's strong traditions--Russians' advances in scientific study and their artistic, soulful attachment to nature. On the far shore one finds a gradual transformation in educational approach, from the uniform, highly disciplined Soviet style of teaching to more creative and interactive methods.

One example of this bridge involves another brainchild of Kondrashova's. As the director of a long-established after-school program for aspiring marine

biologists, she is working to create an outdoor education center at the Vladivostok Marine Biology Institute's field station. There, teachers and students could learn about underwater life from scientists in the morning and document the effects of coastal pollution during a beach clean-up that afternoon.

After visiting a well-established outdoor education center set on the tidewater shores of North Carolina, Kondrashova mused about Vladivostok and her plans for the place. "Sure our centers are hugely different," she said. "But the idea behind them is exactly the same."

*Miranda Lutyens is the partnership programs coordinator at ISAR: Initiative for Social Action and Renewal in Eurasia, an NGO working to support grassroots efforts in the countries of the former Soviet Union. Between the winter of 1996 and summer '97, she lived in Vladivostok, serving as co-coordinator of ISAR's EE publishing program in the Russian Far East. She traveled with Lilia Kondrashova's group during part of their September tour. Phone: 202/667-3791; Fax: 202/667-3291; email: miranda@isar.org*

To reach RCEE email: eeresurs@linkor.ru or liliko@mail.primorye.ru



# Resources Human Nature

## ☀ Southern Crossings

The Australian Association for Environmental Education (AAEE) is inviting environmentalists and policy makers down under to its Southern Crossings International Conference on EE. Covering everything from environmental communication to industrial ecology to the ecospirituality of EE, the gathering takes place at the University of New South Wales, Sydney, Australia, January 14-18, 1999. The conference coincides with the city's cultural extravaganza, the Festival of Sydney.

Contact AAEE at [orggroup@orggroup.aust.com](mailto:orggroup@orggroup.aust.com) for more information.

## ☀ Environmental Education in the Schools: Creating a Program that Works!

What do an adopt-a-beach program in Fiji, a tree planting project in Tanzania, an English class discussion on the negative effects of air pollution in Hungary and an effort to introduce students to alternatives to pesticides in Ecuador have in common? All are creative EE programs developed by Peace Corps Volunteers. This manual was designed for Volunteers to help them develop EE plans tailored to the specific needs of their communities and classrooms. It walks the reader through program design, implementation and evaluation, including teaching strategies and activities.

To order, check out the Peace Corps Information Collection and Exchange website: [www.peacecorps.gov/center](http://www.peacecorps.gov/center), and look for book number M0044. Or call one of two clearinghouses: Educational Resources Information Clearinghouse at 800/443-3742 and ask for ED 363520, or National Technical Information Service at 703/487-4650 and ask for PB 94125051.

## ☀ Enviroteach

Enviroteach has produced numerous books and teaching guides focusing on topics including outdoor ed, solar energy, economic botany, soil erosion, and grasses. Ten resource books span the curriculum. *Tools of the Trade* gives teachers the methods and skills for effective EE.

Contact DRFN: Phone: 264-61 229855; Fax: 264-61-230172; Email: [drfn@drfn.org](mailto:drfn@drfn.org)

## ☀ Current Book House

This company offers a huge list of recent Indian titles on the environment, including a group specifically on forestry and wildlife issues. Titles include *Environmental Issues in Forestry; Eco-Politics and Development in India*.

For the catalogue and prices in rupees (conversion formula included), contact Current Book House, 310 Neptune II, Pali Hill, Bandra, Maumbai (Bombay)-400 050, India.

## ☀ Action: The Environmental Health Magazine

Published in Zimbabwe, *Action* gives school children throughout southern Africa basic information about their health and environment--in comic book form. Each issue addresses a different theme such as agroforestry, AIDS, population, wildlife, water.... Often used as a textbook, the magazine includes an "Action" section encouraging children to apply their knowledge in simple but important ways. (For more information, see *Human Nature*, Vol. 2, No. 1, April 1997.)

To order, contact: Action Team, Box 4696, Harare, Zimbabwe

## ☀ The Biodiversity Collection; A Review of Biodiversity Resources for Educators

This comprehensive resource can help teachers start an environmental education program in their classroom. It's a review of some of the best North American materials, including 47 curricula, such as *A Child's Place in the Environment; Mud, Muck and Other Wonderful Things; Threatened and Endangered Animals*; and *Wow! The Wonders of Wetlands*. Each entry includes the topics covered and appropriate grade levels. The *Biodiversity Collection's* appendix lists many other resources including books, audio- and videotapes, posters, websites and organizations.

To order, write to: WWF Publications Dept CA5, PO Box 4866, Hampden Post Office, Baltimore, MD 21211. Phone: 410/516-6951

## ☀ The World Bank Development Education Program Website

DEPWeb provides classroom materials to help students and teachers around the world use World Bank data to study the social, economic and environmental aspects of sustainable development. Teachers will find suggested activities and tools including articles, study questions, maps, and charts. Current modules include: Population Growth Rate, GNP Per Capita, and Access to Safe Water. Modules still to come include Life Expectancy and CO2 Emissions per Capita. Each module is designed for use in studying standard subject areas, and is available in English, French and Spanish.

It's all at [www.worldbank.org/depweb](http://www.worldbank.org/depweb)

## ☀ Animated Population Statistics: DemoGraphics '96

How do you explain "population momentum" or "demographic transition" to young students without their falling asleep? You show them DemoGraphics '96: a collection of colorful, animated charts and maps illustrating major population trends. The software allows you to browse, analyze and display trends for all countries and major regions between 1950 and 2050; indicators include infant mortality rates, total fertility rates, life expectancy, urbanization, and population growth.

See [www.magnet.at/heilig/index.html](http://www.magnet.at/heilig/index.html) or contact Dr. Gerhard K Heilig, Hohnegasse 4, A-1180 Vienna, Austria.

## ☀ Global Rivers EE Network (GREEN)

In 130 countries, GREEN helps kids learn about watersheds. Students monitor water quality and other environmental data, and study local patterns of land and water use. GREEN offers field manuals, student activity guides, software for modeling environmental data, and water monitoring kits. Green staff also conduct workshops and publish a newsletter.

Phone: 734/761-8142. Website: [www.econet.apc.org/green/](http://www.econet.apc.org/green/)

## ☀ EnviroLink

Many of the sites above are featured on EnviroLink, The Online

Environmental Community at [www.envirolink.org](http://www.envirolink.org).

Check out the EnviroLink Educational Resources page as well as the Environmental Education Network.

## ☀ A Thousand Friends of Frogs Educator's Activity Guide

Since the mid-80s, scientists have seen a striking decline in amphibian populations worldwide. This guide helps educators talk about what may be going on, primarily in North America. It costs \$10 including shipping.

To order, contact Dr. Tony P. Murphy, Director, A Thousand Friends of Frogs, Center for Global EE, Hamline Univ. Graduate School of Education, 1536 Hewitt Ave., St. Paul, MN 55104-1284. Phone: 800/888-2182.

## ☀ NatureNode: One-Stop Website for Nature Lovers

NatureNode is home to Rebob the ecological reporter corn snake, who travels the world interviewing animals about their habitat. This site not only spotlights animal interviews but also sponsors various international EE programs. NatureNode is currently organizing a Sand Project, uniting classrooms around the world to study the diversity of the world in a grain of sand.

See [www.naturenode.com/education.html](http://www.naturenode.com/education.html)

## ☀ The Amazon Center for Environmental Education and Research

Why read about it when you can live the adventure? ACEER sponsors a number of EE training programs including a Peruvian Scientist Training Program, a Rainforest Ecology Workshop, Pharmacy from the Rainforest, and Children's Rainforest Workshop, all from the heart of the Peruvian Amazon. ACEER also sponsors an Adopt-a-School Program linking schools in the U.S. with schools in the Amazon. Still to come: *Live From the Amazon Rainforest!*--a comprehensive rainforest education curriculum for distribution by subscription worldwide. It will bring the rainforest directly into the classroom via satellite broadcasts.

For more information, see: [www.eri.psu.edu/web/aceer/enviro.html](http://www.eri.psu.edu/web/aceer/enviro.html)

## Emergency Note:

Just as this issue was going to the printers, Hurricane Mitch Struck Central America. On behalf of our friends, colleagues, and the million people left homeless in Honduras and Nicaragua, we ask you to consider donating whatever you can to the victims of this disaster. Please contact a charity you know well or the International Red Cross in your country. In the U.S., you may make a credit card contribution over the phone: 1-800/435-7669. Or donate through the internet: [www.red-cross.org](http://www.red-cross.org). For a choice of charities, contact [www.disasterrelief.org](http://www.disasterrelief.org). Thank you!

# Human Nature

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We welcome comments about this issue, as well as news about your environmental education or communication activity. Please send letters to the editor, articles, and other information to:

Editor, Human Nature  
GreenCOM  
1255 23rd Street, NW  
Washington, DC 20037 USA  
Fax: (202) 884-8997  
Telephone: (202) 884-8899  
Email: [greengcom@aetd.org](mailto:greengcom@aetd.org)

Internet:  
<http://www.info.usaid.gov/environment/greengcom>

Searchable Resource Library:  
<http://eelink.umich.edu/RESLIB/greengcom.html>

Editor: Carole Douglass  
Layout: Paulina Espinosa

Contacts for each cooperative organization in the United States:

GreenCOM Director  
Brian Day (202) 884-8897;  
IUCN-DC Executive Director  
Scott Hajost (202) 797-6594;  
WRI Environmental Education Director  
Mary Paden (202) 662-2573.

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